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ABSTRACT

A developmental project currently sponsored by the University Council for Educational Administration (UCEA) with federal support is described briefly. Five universities are involved in the design and development of instructional programs directed toward five target groups of actual or potential leaders in the education system. The training programs are designed to provide cognitive, affective, and skill-related learnings relevant to the reduction of sex-related inequities in education. The project is regarded as a model for national training efforts because it illustrates the implementation of "multiplier effects." The notions of identifying the strategic starting point and of establishing dynamic patterns of interpersonal interaction are highlighted as essential to the achievement of multiplier effects. These notions are explained and illustrated with reference to the UCEA project. (Author)

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LEADERSHIP TRAINING FOR INCREASED EDUCATIONAL EQUITY: A NATIONAL MODEL

by

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LEADERSHIP TRAINING FOR INCREASED
EDUCATIONAL EQUITY: A NATIONAL MODEL

My initial interest in presenting this paper was to let you know about the developmental project that the University Council for Educational Administration (UCEA) has undertaken with support from the U. S. Office of Education under the Women's Educational Equity Act. My motivation, in other words, was originally to publicize this rather ambitious undertaking and to invite your participation in a number of forthcoming pilot testing and dissemination institutes.

While considering how to shape these remarks, though, it struck me that the UCEA project is, indeed, a very ambitious one and that the key to its success is in the concept of "multiplier effects." Therefore, to describe the UCEA Women's Equity Act project, I'll do my best to highlight the "multiplier effects" as they are intended to occur and to indicate why this dynamic is essential to any major outreach effort.

The concept of "multiplier effects" refers to the great impact a relatively modest initial effort can have on an ever-increasing circle of individuals or organizations. Multiplier effects are analogous to the proverbial pebble dropped in a placid body of water, the resulting ripples reaching to the farthest shores in all directions. I would suggest that to initiate a project which will have the desired multiplier effects, two conditions are necessary: 1) that a highly strategic starting point be identified; and 2) that from the outset the project include a dynamic pattern of interaction among people. These conditions are elaborated somewhat

in this paper with reference to the specific UCEA project.

In order to clarify the nature of the project, I should mention that the University Council for Educational Administration (UCEA) is a consortium of some 46 universities that have doctoral programs in educational administration. Its mission is the improvement of pre-service and in-service preparation programs in educational administration, and its members are colleges of education. For several years UCEA has viewed the increase of educational equity for women and minorities as an essential feature of the improvement of preparation programs and has sponsored numerous projects accordingly.

It is clear that the problems of inequity in education persist because of countless social forces both within and beyond the purview of the education system. No one organization or agency can hope to have significant impact on all the dimensions of sex-related inequity in education. Thus, while it is true that UCEA (like other national organizations) has links to many universities, school systems and other educational agencies, it is also true that the organization's impact must necessarily be limited. The challenge to UCEA was to design a project that has potential for impact far exceeding the organization's direct contacts. In brief, the challenge was to invent a way to increase educational equity through multiplier effects.

At this point, the notion of <u>strategic starting point</u> is essential: At what point, or with which people, is the potential for multiplier effects greatest? Such factors

as frequency of contact, degree of influence, and pattern of relationships would be relevant to considerations about the most strategic starting point.

Although, as noted earlier, UCEA has the capability of working directly with school districts, with practicing administrators, with state agencies, and with other national organizations, its closest and most frequent link is with professors of educational administration and higher education in member universities. With that group, through a long history of cooperative undertakings and project development, a pattern of interaction has evolved, one which could augment an outreach effort if structured so that the professors would link with other reference groups, which in turn would link with still other reference groups, and so forth. Since the member professors relate closely with students, with school system administrators, and with other professors, the group clearly represents a strategic starting point. In other words, professors of educational administration and higher education in member colleges were viewed as a strategic starting point for several reasons:

- They are the group with which UCEA relates most frequently, most easily, and over the longest period of time.
- The professors, themselves, relate closely with other key groups of actual or potential educational leaders.
- The member professors are located throughout the United States, in all regions of the country.
- They are accustomed to working cooperatively on creative ventures through UCEA affiliation.
- They are themselves educational leaders who can have considerable influence on large numbers of their students.

Assuming, then, that for UCEA the member professors comprise the most strategic starting point, the next important consideration was the initiation of a dynamic pattern of interaction among people such that the project would gain momentun as it progresses rather than losing its energy through entropy. Two factors entered this consideration -- persons with whom the professors could link most naturally; and how those linkages could have impact on still other groups. By virtue of these considerations, five "target groups" were identified, groups which member professors can be expected to influence and which, in turn, can be expected to influence still other groups. The five "target groups" are:

1) Students of educational administration generally -- people who are or will soon be in leadership positions from which they can have a role in enhancing educational equity;
2) Women preparing for educational leadership -- people who will be coping with difficult situations but who will be able to have considerable influence on increasing educational equity in the near future;
3) Professors of educational administration -- people who can have direct or indirect influence on hundreds of future administrators and colleagues;
4) Public school administrators and policy makers -- people currently in positions to influence policies and practices within school systems; and
5) Higher education administrators and policy makers -- people now in a position to increase equalization of opportunity in post-secondary education.

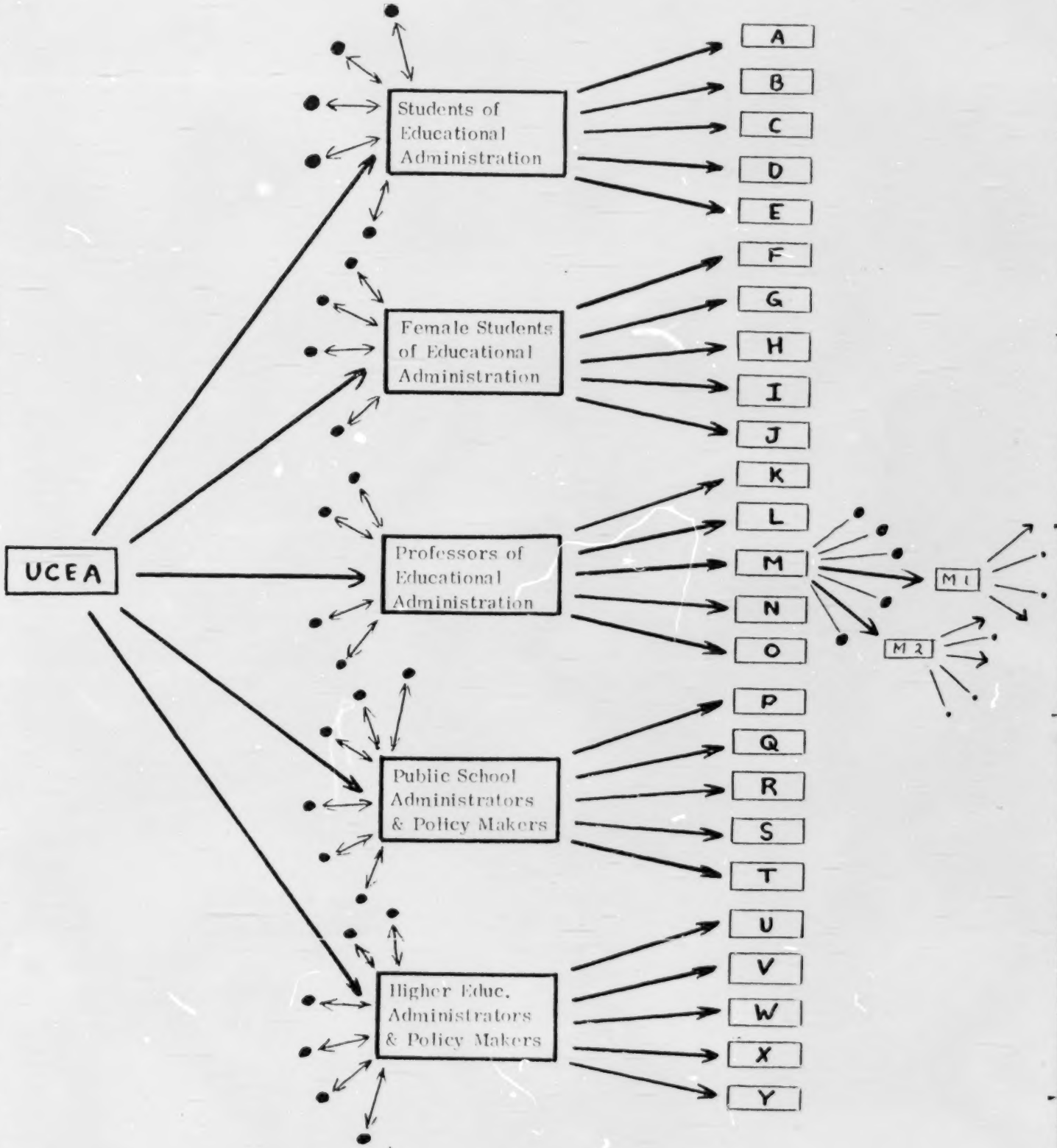
At this point a brief description of the project is feasible. Five UCEA member

institutions in different parts of the country are participating. These are the University of Iowa, Boston University, Georgia State University, The Ohio State University, and Indiana University. At each participating university a team of professors and students is working at developing one multi-media instructional program (module). Each instructional module is directed toward one "target group" and is designed to provide training for reducing sexism in education in ways appropriate for that group. The modules will be ready in preliminary form this spring or summer and will be pilot tested at five conferences (one per "target group") to which members of the appropriate target groups are invited. Following revisions or refinements of the materials this summer and next fall, a series of dissemination and training institutes, several per module, will be conducted throughout the country next year. Participants at these institutes will be invited to use the materials with other groups of leaders who, in turn, can be expected to use them with still other groups. The multiplier effects described here are depicted diagramatically in Figure 1 below.

The five instructional modules vary considerably in content and style, though each is intended to provide cognitive, affective, and skill-related learning outcomes for one target group. For example:

1) The module directed toward students of educational administration, being developed at the University of Iowa, will include a videotape for analysis of interpersonal interactions in a school as well as a computerized instructional program on applications of recent legislation;

Figure 1. THE UCEA-WEEA PROJECT: Multiplier Effects



2) The material being prepared at Boston University for women preparing to enter leadership positions will include a reality-oriented filmstrip depicting the activities of three women occupying leadership positions and a component focusing on analysis of power and authority relationships;

3) The module directed toward professors of educational administration, being designed at Georgia State University, includes a number of activities whereby professors might understand how their behaviors can affect students and how they can fulfill a vital sponsorship role;

4) The set of materials being developed at The Ohio State University, that directed toward practicing administrators and policy makers in school systems, is especially designed for short-term workshops; it includes assessment tools which administrators can use to analyze their schools' degree of compliance with legislation as well as guides to interpreting the assessment results and increasing equalization of opportunities within schools or school systems;

5) At Indiana University the team of developers is designing a variety of materials, including a set of case studies and a card file of available resources, for use by affirmative action officers and related "linking agents" in institutions of higher education.

Although the materials are still in the early stages of development, they will be ready for preliminary pilot testing within the next few months. Persons interested in further information about any particular module are invited to contact the

development team members directly. Their names are provided at the end of this paper.

In several respects, this project design represents the dynamic pattern of interaction mentioned earlier:

- Module developers (UCEA member professors and students), working in teams rather than individually, can build upon each other's ideas and achievements so as to provide mutual stimulation.
- During the design and development of materials, resource persons in the vicinity of the university provide advice and recommendations; thus, a sense of commitment to the project is engendered among some target group members, and developers derive additional stimulation.
- Within the participating universities, friends and colleagues of the developers are becoming aware of the project -- its intent as well as its design and development.
- During the pilot testing conferences, additional interest and a broader base of participation will be generated.
- Throughout the developmental and pilot testing phases, new friendships and acquaintanceships are being formed, contacts that might flower into close, meaningful relationships.
- The dissemination phase represents a far broader outreach and involvement effort, one which will likely result in further stimulation and friendship formation.

The goal of the project described here, as has probably been evident throughout the paper, is to have impact that is national in scope so as substantially to reduce sex bias in education. The goal is viewed as one that is appropriate for a national organization such as UCEA. It should be noted, however, that whatever the scope of a project -- whether it be school-wide, district-wide, regional, or state-wide in intended outreach -- the resources of time, money, and skill are

always scarce. I have been suggesting that the most efficient way of achieving a change-oriented goal is to utilize the concept of multiplier effects; that is, to identify the most strategic starting point and to establish a dynamic pattern of interaction among the participants so that a relatively small impetus has major reverberations.

A suitable closing note would be to invite you to participate in at least one pilot conference by contacting the appropriate team leader(s) from the list provided. General information about the project is available from Dr. Grace Chisolm, UCEA Associate Director and UCEA-WEEA Project Coordinator.

THE UCEA-WEEA PROJECT

Development Teams

1. Students of Educational Administration (Future Educational Leaders)
   UNIVERSITY OF IOWA
   * Professor L. Dean Webb, Dept. of Educational Administration
   Professor John McLure, Dept. of Educational Administration
   Ms. Joyce Brennan, Graduate Student
   Ms. Myrna Grandgenett, Graduate Student

2. Women Preparing for Educational Leadership (Future Educational Leaders)
   BOSTON UNIVERSITY
   * Professor Miriam Clasby, Dept. of System Development & Adaptation
   Professor Joan Dee, Assistant Dean, College of Education
   Ms. Phyllis Schlesinger, Graduate Student
   Ms. Cecelia Dibella, Graduate Student

3. Professors of Educational Administration (Trainers of Educational Leaders)
   GEORGIA STATE UNIVERSITY
   * Professor Charlotte Robinson, Dept. of Educational Administration
   Professor James Maxie, Dept. of Educational Administration
   Ms. Jacqueline Irvine, Graduate Student
   Ms. Susan Phibbs, Graduate Student

4. Public School Administrators and Policy Makers
   THE OHIO STATE UNIVERSITY
   * Professor Ann Engin, Dept. of Early Childhood
   Professor Russell Spillman, Dept. of Educational Administration
   Ms. Nancy Dare, Graduate Student
   Ms. Marilyn Grady, Graduate Student

5. Higher Education Administrators & Policy Makers
   INDIANA UNIVERSITY
   * Professor Martha McCarthy, Dept. of Educational Administration
   Professor Marianne Mitchell, Dept. of Educational Psychology
   Professor David Clark, Dept. of Educational Administration
   Ms. Mary Carroll, Graduate Student
   Ms. Laurie Evans, Graduate Student

PROJECT DIRECTOR: Dr. Jack Culbertson, Executive Director, UCEA

PROJECT COORDINATOR: Dr. Grace Chisolm, Associate Director, UCEA

* designated team leader